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ABSTRACT

This plan describes the educational computing and computer literacy program to be implemented by the schools in Sonoma County, California. Topics covered include the roles, responsibilities, and procedures of the county-wide computer committee; the goals of computer education in the county schools; the results of a needs assessment study; a 3-year plan for 1984-1987; program evaluation procedures; and the County Office of Education's computer software copyright policy. (EW)

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Sonoma County Office of Education Computer Education Plan

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Philosophy

Computers have had and will continue to have a profound impact upon modern civilization and education. Planned used of the computer and its effect on society is of primary importance to the Sonoma County Office of Education. All students of sufficient ability will be expected to become computer literate and proficient in the ethical use of and application of computers in educational and vocational areas. The Sonoma County Office of Education staff must be prepared to include computers and related technology in all desciplines. SCOE staff will be presented opportunities to acquire skills in computer use and integration into the curriculum. Additionally, students and staff will use technology to develop logical and critical thinking skills. The SCOE Computer Education Plan will be updated, coordinated, and evaluated by a computer committee composed of school and community representatives.

Definition:
Computer literacy is a functional knowledge of computers and their effects on students and on the rest of our society. This knowledge should be at a level compatible with other knowledge based upon understanding how computers can help us learn, how computers can help us solve problems, what computer knowledge is essential to a modern understanding of other academic areas, what is included in the field of computer and information science, how computers are used as entertainment, and what role computers will play in our changing world. This approach to computer literacy easily changes as computers become more readily available and easier to use, as we learn more about computers and integrate this knowledge into our curriculum, and as the use of computers becomes commonplace in homes, businesses, government and in school.—David Moursund, International Council on Computers in Education

Computer Education Committee

Chairperson: Greg Malone, Computer Education Instructional Coordinator

SCOE Board of Trustees: Alan Huffman

Court Schools: Jack Thompson, Principal

ROP: Vic Trucco, Principal

Special Education: Mary Jo Hildebrand, Principal

Teacher: Dan Klassen, ROP

Student: Not Determined

Business & Industry: Not Determined

Computer Committee

Roles, Responsibilities, and Procedures

1. The committee will be composed of one representative from each school program operated by the county superintendent of schools, appointed yearly by the principal (program manager) of that school program.

2. Representatives from business and industry will be appointed by the committee to ensure that the needs of the local community are being addressed by the computer education plan.

3. There will be at least one parent and one student on the committee.

4. The committee shall coordinate computer education instructional coordinator for SCOE.

5. The Associate Superintendent for Educational Services shall oversee the operations of the committee.

6. The committee will develop, update, coordinate and evaluate the computer plan, subject to approval by the Board of Education and/or their representatives.

7. The committee will report to the Board of Education yearly the progress of the computer education program and recommend any changes to the plan.

8. The committee will conduct annual needs assessments for the staff training and equipment acquisition.

9. The committee will assist in establishing guidelines for equitable access to computers for students and staff.

Goals of Computer Education

1. A committee as noted, will be established to plan, update, coordinate, and evaluate the SCOE Computer Education Plan.

2. Students and staff of the Sonoma County Office of Education's school programs will have the opportunity to become computer literate at a level compatible with other knowledge.

3. Prior to high school graduation, students will have the opportunity to acquire an awareness of the implications of computers and information technology in society.

4. Staff will have an opportunity to be trained in the use of computers and integration of computers in the curriculum.

5. Students and staff will have an opportunity to use computer applications software in vocational and academic areas.

6. Students will have an opportunity to use computer-assisted instructional software.

7. Students and staff will have an opportunity to develop logical and critical thinking skills through the use of computers.

8. Students and staff will have an opportunity to acquire elementary skills in programming.

9. Students and staff will have the opportunity to develop an understanding and appreciation of the ethics associated with the use of a computer.

Current Status of Programs: Analysis of Needs

Court Schools

1983–84: A needs assessment for computer education was conducted on November 8, 1983 involving teaching staff, program manager, and computer education consultant. A brainstorming prioritizing process was used to determine needs. Specific priorities were:

1. Improved delivery of instruction to an atypical population

2. Teacher training in use of technology

3. Strategies and teaching techniques for hard-to-motivate delinquents

4. Implementation of behavioral/academic management systems

1984–85: Juvenile Hall and Deforest Hamilton and Mt. Hood schools received funding under AB–803 to utilize computer data-base activities to teach problem solving and decision making. After three days of staff development, teachers had their students using data bases for problem-solving, and reported average use of one hour every three school days in pairs. At a computer committee needs assessment meeting on May 7, 1985, it was a number one priority that more computers be acquired to allow sufficient student access and time on task.

Youth Camp did not apply for AB–803 Cycle I, but will apply for Cycle II based upon the success of the Juvenile Hall project. Similarly, the Youth Camp will need sufficient computer systems, along with staff development, to implement the program.

The Regional Occupational Program prepares students for entry-level positions in industry, where computer awareness is becoming one of the qualifications for employment. The current use of computers within the Regional Occupational Program is limited to two courses: Electronics and Word Processing/Office Skills. Advisory committees of the other ROP courses have requested that we consider computerizing their programs. In fact, the computer revolution has affected all the programs in which ROP offers training.

A needs assessment was made during a computer in-service program through the TEC centers this past year. It indicated that students who have qualified in computer skills through our Electronics and Word Processing/Office Skills programs gained employment sooner and were paid at a higher rate than students in our other programs. Within the next three years, ROP would like to computerize its remaining 14 programs. This next year, teachers will be in-serviced in computer techniques and have a review of the software needs for their particular programs. The Advisory Committee for Retail Merchandising has suggested that students gain computer competency in order to qualify for entry-level employment in the next two years and have authorized purchase of computers to enhance employment opportunities and to improve basic math skills.

Severely Emotionally Disturbed Special Day Classes

Site: Windsor Class Center

Age/Number: 24 secondary and 24 elementary students

Existing Technology: One Apple computer and minimal software

Curriculum/Instruction Priorities:
Awareness
Responsibility
Training
Application
Computer application to data base

Student Development Needs:
Awareness
Basic Instruction
Application
Curriculum
Programming

Staff Development Needs:
Awareness
Basic Instruction
Application
Curriculum
Programming

Site: Amado Inc.

Age/Number: Ten secondary students

Existing Technology:
One each, Apple and Commodore computers plus minimal software

Curriculum/Instruction Priorities: Typing, phonic decoding, math facts

Students Development Needs: Continuing

Staff Development Needs:
Awareness
Basic Instruction
Application
Curriculum
Programming

Site: CDTC

Age/Number: 24 elementary students

Existing Technology: None

Curriculum/Instruction Priorities: Typing, phonic decoding, math facts

Student Development Needs: Continue

Staff Development Needs:
Awareness
Basic Instruction
Application
Curriculum
Programming

Site: New Directions

Age/Numbers: 24 secondary students

Existing Technology: One Apple computer and minimal software

Curriculum/Instruction Priorities: Typing, phonic decoding, math facts

Student Development Needs: Continue

Staff Development Needs:
Awareness
Basic Instr.
Application
Curriculum
Programming

Site: Family Life Center

Age/Number: 40 secondary students (two sites)

Existing Technology:
One each, Apple and Commodore computers plus minimal software

Curriculum/Instruction Priorities: Typing, phonic decoding, math facts

Student Development Needs: Continue

Staff Development Needs:
Awareness
Basic Instruction
Application
Curriculum
Programming

Three-Year Plan

1984–85 Goals

1. Complete software and hardware inventory.

2. Offer initial staff development activities in computer literacy.

3. Establish SCOE computer committee to provide leadership and direction for the computer plan.

4. Adopt an SCOE computer education plan.

5. Conduct a needs assessment of school programs for logical and critical thinking skills.

6. Create a circulating software library for use by Sonoma County School programs.

1985–86 Goals

1. Complete staff computer skills assessment.

2. Provide staff development activities for all curriculum areas.

3. Identify model computer programs in the county.

4. Coordinate plan with county school districts.

5. Assess future software/hardware needs.

6. Establish policies for hardware and software acquisition.

7. Update software/hardware inventory and library.

8. Develop evaluation procedures for computer committee.

9. Evaluate computer education goals and revise plan as necessary.

1986–87 Goals

1. Provide staff with training in appropriate areas.

2. Assess the status of computer education in school programs operated by SCOE.

3. Review and evaluate computer goals and plans.

4. Review need for software library of commercial and public domain.

5. Assess development of programs for teaching logical and critical thinking skills.

6. Write course goals and student expectancies for computer applications in targeted vocational areas.

Program Evaluation

1. Evaluation plans will be cooperatively developed between the Computer Education Committee and each school program as represented by the principal of the program.

2. Program evaluation will include the gathering of specific data such as teacher observation, student use of computers (time and quality), and student outcomes.

3. Data will be analyzed and presented by the committee for use in program decision making.

Sonoma County Office of Education
Computer Software Copyright Policy

Walter A. Eagan, Ed. D., Superintendent

County Administration Center
Room 111-E, 410 Fiscal Drive
Santa Rosa, CA 94501

Dick Bacon, Associate Superintendent

It is the intent of the Sonoma County Office of Education to adhere to the provisions of copyright laws that apply to microcomputer software. Although there continues to be controversy regarding interpretation of those copyright laws, the following procedures represent a sincere effort to operate legally. The Sonoma County Office of Education recognizes that computer copyright laws contribute to increased costs and reduce incentives for the development of good educational software. These conditions are detrimental to the development of effective educational uses of microcomputers. Therefore, in an effort to discourage violation of copyright laws and to prevent such illegal activities from occurring in facilities and with equipment under the control of SCOE:

1. Sonoma County Office of Education employees will be expected to adhere to the provisions of Public Law 96-517, Section 10 (b) which amends Section 117 of Title 17 of the United States Code to allow for the making of backup copies of computer programs. This states law that:

"...it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of that computer program provided:

a. that such new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other matter.

b. that such a new copy and adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful.

2. When software is to be used on a disk-sharing system, efforts will be made to secure this software from copying.

3. The Sonoma County Office of Education will not allow illegal copies of copyrighted computer software to be made or used on its equipment.

4. The Sonoma County Office of Education will require individuals reviewing software to sign a statement that they agree to follow the conditions of this policy.

5. The Sonoma County Office of Education will not extend the services of the SCOE Microcomputer Software Library to persons who have been determined to have violated any of the provisions of this policy.

6. The principal (program manager) of each school program is responsible for establishing practices that will enforce this policy.

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